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bring to a sensitive personality, and I am looking forward to that day of true justice when such names as his shall be written high upon the banners of this nation, and when such service as his shall take rank as the foremost service that can be rendered to one's generation."

The friends of the Juvenile Court of Chicago need not worry about its future. It has too firm a foundation to be easily displaced and the present judge—Victor P. Arnold—is a man who will not only maintain the standards which have already been set, but who has the vision and initiative to bring about an even fuller development.

JOEL D. HUNTER.

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## ON THE SCHOOL FOR POLICE

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It is in part a heritage from our Anglo-Saxon ancestry that we Americans from the beginning of our national life, and earlier, have distrusted the police, the military, and any other organized agency that can interfere with the individual's freedom of movement and thought. This attitude has become conventionalized on our part. We persist in it as a matter of course just as we hold to some of our political and religious prejudices, to which we may never have given serious thought for so much as a moment. This heritage from our remoter ancestors has been strongly re-enforced in America by reason of our manner of living. We have always—certainly until comparatively recent years—been close to the outposts on the frontier. Men have lived far from their neighbors, where a living and subordinate attainments have been won only at the expense of personal, independent prowess. There is a romance about that sort of life, and it is natural that, while we look upon the accomplishments of more or less isolated individuals with a good deal of pride, we should be all the more ready to frown upon police forces which can so easily make our stalwart toe the mark.

It is unfortunate, to put it mildly, that we should, merely as a matter of course, cherish this attitude toward the police forces. This for the sufficient reason that we are rapidly becoming city dwellers, and as such we are beholden to the police in enlarged measure. Perhaps no officials in our city communities are so close as the police to the roots of corruption. Certainly they know, if anybody does, the personnel of the army of crooks and vagrants, and they know the

methods also of the underworld. In fact, the peculiar knowledge that the police are in a way to acquire, and do acquire, creates an obligation on their part to render a great public service. Likewise it places upon the rest of us who are not policemen and police women, a reciprocal obligation to support and to co-operate with the police to every good community end. But to give force to this mutual obligation there must be mutual understanding. This means that, on our part, our social heritage of conventional distrust of the police must be disowned and that the police, on their side, must not only be made skillful in the technique of their own profession, but that they must sympathetically comprehend certain of our outstanding community problems as well. Their education in these respects and the breaking down of the conventional barrier between the people and them will be accomplished through special educational enterprises, just as the conventional barrier between classes in the community has been, or is being, shattered by liberalizing education and investigation.

In the last number of this Journal, at p. 622, Dr. Graham Taylor aptly quotes Chief Vollmer of Berkeley, Cal., saying that "Police work is a profession, not a job." There is public recognition of this truth in the fact that many of our municipalities have established schools that are more than drill courses for police within the police departments; that among the detectives of the Chicago force there is organized a voluntary Detective Sergeants' Association with approximately 450 members under the presidency of William F. Enright, and with W. J. Kennedy as secretary. This organization holds monthly meetings, at which it is addressed by men who are able to give instruction in subjects related to the detective's occupation. There is additional recognition of the growing public sentiment favoring education for the future police in the initiation by Mr. Mayer, secretary of the Chicago Police Department, and Mr. Martinek of the Municipal Civil Service Commission, of a plan for a police school on an independent basis. The curriculum proposed emphasizes very strongly the technical training of detectives in the art of detection. It is the purpose, in fact, of the proposers of this plan to make the school at the same time a center for the training of detectives and a nation-wide detective agency, from the profits of which the institution will be supported.

Far-reaching results for the next and subsequent generations will be attained if the universities will take hold of the problem of education for police service and management as intelligently and with as much zeal as they have already taken up the problems of the man-

agement of industrial corporations. To do so will be quite compatible with university dignity and with proper regard for public virtue as well., if not with academic prejudices. And the universities are arising to their obligations in this matter. They have in their curricula much of the wherewithal to contribute to the professionalizing of our future police forces, and it is in their power also to mold the conventional attitude of the next generation toward the police function in our daily life.

A committee composed of members of the faculty of Northwestern University, in the course of the year 1915, made a study of European police schools, as well as of the situation in America, to determine what should be the character of such schools in this country. The result of their investigation is published in this journal for January, 1916, at p. 794f, very briefly in the form of a curriculum, which is reprinted below.

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#### SCHEDULE FOR PROPOSED COURSE IN INSTRUCTION OF POLICE AT NORTHWESTERN UNIVERSITY.

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Three periods of 45 minutes each, extending from 6:30 to 9:30 P. M. on Mondays, Wednesdays and Fridays.

##### A.

*Criminal Law:* (Text Book—May on Criminal Law.)

Two hours per week for one-half year.

- (a). General Principles.
- (b). Criminal Code of Illinois.

*Physiology and Anatomy:* (Text—Martin's Human Body.)

Two hours per week for one-half year.

The course includes, besides certain essential features of the subject, the following:

- (a). First Aid.
- (b). Wounds. (Types of wounds produced by various instruments.
- (c). Changes in tissues after death.

*Hygiene:* (Text—Hutchinson's Health of the Body).

One hour per week.

- (a). Personal. (Infection, contagion, etc.).
- (b). Public. (Streets, alleys, public buildings, etc.).